

Functional Workplace Skills Standards
(Adopted 1.24.00)

Table: Functional Workplace Skills Standards

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

STANDARD 6

Students illustrate how social, organizational and technological systems function. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace. *(Note: No separate Functional level performance objectives indicated.)*

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

WORKPLACE SKILLS STANDARDS

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 5

Students will demonstrate a set of marketable skills which enhance career options.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, supported work including enclaves, benchwork and competitive employment, and community environments allowing a variety of support, students know and are able to do the following:

The IEP Team will determine the appropriate goals and objectives for this area based on the individual student needs and the age of the student. For students aged 3 to 14 years, refer to the goals and performance objectives at the Readiness, Foundation, or Essentials level. For students aged 14 to 21 years, refer to the goals and performance objectives below.

- **5WP-FS1. Identify and pursue a career plan consistent with occupational interest, aptitudes, and abilities**
 - PO 1. Demonstrate understanding of work, jobs and volunteering (e.g., difference between work, leisure and home responsibilities)
 - PO 2. Indicate preferences and interests based on work experiences (e.g., assessment of student interest through student choice and/or teacher observation)
 - PO 3. Select a job that matches student strengths (e.g., student may partially participate in only one task, such as, filling napkin dispensers at Pizza Hut; given adaptations, student may take tickets at a movie theater)
 - PO 4. Develop and maintain résumé documenting a variety of school jobs or community based work experiences from which student preferences and interests are reflected (e.g., deliver attendance reports, deliver/pick up AV equipment, sell/take lunch tickets, provide unpaid volunteer work, work in pet store)
 - PO 5. Apply for jobs (e.g., find potential jobs, contact employers, fill out forms, and participate in job interviews)
 - PO 6. Pursue appropriate transition activities (e.g., enroll in job training programs, assume apprenticeship position in a trade, enroll in junior college, work at a job, or participate in unpaid volunteer work)

- **5WP-FS2. Develop appropriate work habits**

- PO 1. Follow work site rules for safety, conduct, and appearance (e.g., handle changes in routine and unavoidable delays, follow posted direction and routing signs for fire escape procedure and use them during a fire emergency and fire drill)
- PO 2. Follow schedule of work activities (e.g., use time clock or check in procedure, call employer, identify time by the hour, half-hour, and other intervals, on clocks and watches, to be prepared to leave for work on time)
- PO 3. Assist in or independently accomplish a work task
- PO 4. Use work site break time facilities (e.g., engages in appropriate break time and lunch time routines)
- PO 5. Develop socially appropriate relationships with employers and fellow employees

STANDARD 6

Students illustrate how social, organizational and technological systems function.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

FUNCTIONAL (Ages 3-21)

A separate Functional level is not indicated for this standard. The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs. Refer to other related standards and/or goals and performance objectives within this standard.

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well being.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

- **8WP-FS1. Access community resources**

- PO 1. Make purchase from vending machines (e.g., drinks, food, stamps, newspaper)
- PO 2. Use pay phone and/or TTY
- PO 3. Use restaurants (e.g., order food, find seating, eat meal, and pay bill)
- PO 4. Make purchases of services (e.g., post office, hair salon, laundry/cleaner, know purpose of different kinds of stores)
- PO 5. Use banking facilities (e.g., deposits, withdraw funds, use automated teller machines)
- PO 6. Use appropriate state, local, community agencies (e.g., job services, food stamps, social security benefits, girls and boys clubs, 4-H clubs)